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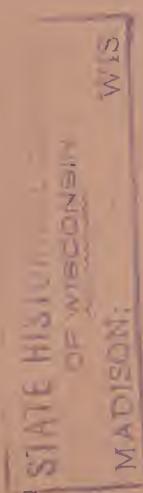
SCHOOL COMMITTEE

OF THE

CITY OF CAMBRIDGE,

FOR THE

MUNICIPAL YEAR ENDING JANUARY, 1869.



C A M B R I D G E :

Printed at the Riverside Press.

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lent assistant teachers, who perform far the greater part of the work of tuition in them, and who need the help of a male principal only in some details of discipline, and in the general arrangement and conduct of the school. One reason why our High School had become so expensive as to cause very general complaint was, that four male teachers had been employed in it, and only five females, to teach 290 pupils ; hence the aggregate of salaries paid was \$11,700, being an average of over \$40 for each pupil, in addition to a heavy extra charge for chemicals, apparatus, and books. By merely dispensing with the services of one of these male teachers, without omitting a single study or curtailing the amount of instruction in the slightest degree, the average cost has been reduced to little over \$33 ; and it is hoped that an equally great saving may be made in the incidental expenditures of this school.

In every other department and office of our municipal administration, men alone are employed. Let the work in our schools be reserved as far as possible for women ; they need its emoluments, as their range of occupation is so limited ; their labor is much less expensive, and at least equally efficient, as they excel in gentleness, tact, and quickness of perception ; and their mere presence in the room has a soft and humanizing effect over their pupils. Better instruction has never been given, even in Cambridge, than by many of the past and present female teachers in our High and Grammar Schools.

The Cambridge schools appear generally to have had a successful year's work, and to be now in a quiet and prosperous state, the reports concerning them by their respective sub-committees being almost without exception favorable. More particular information respecting their separate and comparative merits, defects, and wants may be expected from the Annual Report of the Superintendent of Schools, who, of course, has had larger opportunities of observing them all, and estimating their relative excellence, than any member of this Board. Looking to his Report for details, we have only to consider here any features of our school system as a whole that may appear deserving of comment.

Our Public Schools offer an excellent education, free of charge except for text books, to every child in the city who is able to remain in them long enough to complete the course. Unfor-

tunately, so many years are required for this end, that only an insignificant fraction of the whole number of children reap the full advantages of the system; more than half of them drop away before they have half completed the stated work of the Grammar Schools; and about one third of the whole number do not stay long enough even to enter these schools. The children leave, not because, even in their own opinion or in that of their parents, they have learned enough, but because circumstances will not allow them to remain any longer,—because their services are needed at home, or in some occupation in which they can earn a pittance for their own support. It appears from the returns that about one third of the children remain in school hardly four years; that is, they obtain, under our present system, only a meagre Primary School education. About two thirds remain less than seven years, and are thus able to complete only half of the Grammar School studies. Only from 13 to 16 per cent. remain ten years, so as to be fitted even to enter the High School; and but three per cent. complete the course by graduating at this school.

In July, 1868, there were sent up from the Primary to the Grammar Schools 548 children, of the average age of just ten years; in July, 1867, 517, averaging ten years and one month; in July, 1866, 469, averaging nine years and eleven months. Thus the average age of the children, when they have completed the Primary School course, is ten years; and as most of them were five or six years old when first admitted to the Primary Schools, it appears that four years are ordinarily required for passing through this first stage of their studies. This is what we should expect from the present arrangement of these schools, as the children in them are divided into four classes, and a year is usually consumed in passing through each class.

In the Grammar Schools, the pupils are divided into six classes, and usually remain one year in each class, so that the course here ordinarily requires six years. A few, however, perhaps a quarter part of the whole number, are enabled, by superior quickness and ability, to "jump a class," so as to graduate from these schools in five years. But of the 500 pupils who annually enter the Grammar Schools, only a little over one hundred stay long enough to graduate. The number sent from them to the High School, in 1865, was 100; in 1866, it was 98; in 1867, it was 94; in 1868, it was 124.

The average age of these, for the last two years, was 14 years and $7\frac{1}{2}$ months. These figures confirm our previous conclusion, that at least nine, most frequently ten, years are required for passing through the two lower grades, and thus entering the High School. Four years more are needed for the High School course; so that a pupil cannot graduate at this school under the age of eighteen or nineteen years, unless indeed he has received a portion of his education at a private school, where the same work is done in much less time. Accordingly, we find that some children are removed each year from our Grammar Schools, in order to be placed in some private institution, where two years' work can be easily compressed into one. As very few pupils can remain at school till they are over 18 years old, we find, what might be expected, that of over 100, who annually enter the High School, only 20 or 30 remain to graduate, and these are chiefly girls or candidates for College. During the last three years, 97 have been admitted to the High School who were prepared for admission either by private teachers, or in some other institutions than our own Grammar Schools.

As there are about 3,200 children in the four years' course of our Primary Schools, about 800 enter them each year. At the end of the four years, only about 550 remain and enter the Grammar Schools. After five or six years more, little over 100 are left, to enter the High School; and here another four years' course reduces the 800 who commenced, to about 30 who complete, their education in our Cambridge public schools.

These facts are very significant, and it must be confessed that they are not creditable to the system upon which our schools are arranged and conducted. We have been too easily satisfied with the orderly and well-disciplined appearance of the scholars, and with the thorough acquaintance with their prescribed studies which they manifested on examination, and have never thought of asking how much time was consumed in accomplishing these results, or whether, as a consequence of requiring so much time, the upper, more valuable, and more expensive half of the course of instruction did not exist for the exclusive benefit only of a mere fraction of the whole number of children. Unquestionably, the most desirable improvement that could be effected in our school-system would be, to reduce the average age of admission to the Grammar

Schools to a little over eight, that to the High School to a little over twelve, and that of graduation at the High School to a little over sixteen, years. We should thus more than double the utility of the upper half of our school-course, as the change would probably increase nearly threefold the number of pupils in this upper half.

That such an improvement is practicable, there can be no doubt. In Boston, says the Superintendent, the pupils are "generally from eight to nine years of age at the time of admission" to the Grammar Schools.¹

Yet, as appears from the programme of studies, rather more proficiency is required for promotion from the Primary Schools of Boston, than from those of Cambridge. Any private teacher, and many parents who have attended to the education of their families, are well aware that children who begin the alphabet at six years old can easily be qualified, and well qualified, to enter the Grammar School in two years. And that the time spent in the Grammar Schools also is needlessly long, appears from the fact already mentioned, that children are not unfrequently withdrawn from them and put into a private school, where they can do what would otherwise be two years' work in one. It is proved also by the testimony of the teachers themselves, that children at an age considerably below the average are not found too youthful, or with minds not sufficiently developed, for the tasks imposed on them. On the contrary, the few who enter the Grammar Schools at eight, or the High School at twelve years old, usually excel those who are much older, in the quickness and ease with which they accomplish their work.

The chief cause why so much time is wasted is, that our schools are organized on what may be called the *annual* plan ; that is, the stated time for passing through one class is one year, and promotions generally take place only once a year, either from one class to another, or from one school to another. A year's interval between the studies of two successive classes is too great to be "jumped" even by a diligent and very successful pupil, without leaving a gap which is both an injury to that pupil, and a great inconvenience to the teacher. Consequently, the whole class, often from sixty to one hundred in number, must advance abreast ; and then, of

¹ *Boston School Report* for 1867, p. 234.

course, the speed of all, even of the quickest, must be regulated by the speed, or rather by the slowness, of the feeblest and dullest scholars ; just as the strength of a chain is measured by that of its weakest link. If it were not, the class would appear unequally, and therefore imperfectly, prepared for the test of the next examination, and the teacher's reputation would suffer. What is still worse, it is the interest of the teacher to keep back the best scholars from promotion at irregular periods, even when they richly deserve it ; for to part with them before the ordinary time is to sacrifice the best chance of the class appearing creditably at the next general promotion. Even degradations of the indolent and stupid to a lower class are not so frequent as they should be, since a teacher naturally hesitates to take so grave a step as to put back a pupil for a whole year, though she would readily do this for six months, if it were possible. Surely the plan in the Boston Primary Schools is preferable, where, though there are six classes, promotions from one to another, and from the Primary to the Grammar School, take place every six months, the whole course thus occupying only three years. For the great majority of the children, the fourth year in our Primary Schools is so much time absolutely wasted.

In our Grammar Schools, it is true, there is a real Principal, and a consequent gain in uniformity and efficiency of action throughout the school. But the reputation of this Principal as a teacher, though not as a disciplinarian, depends almost exclusively on the appearance of his first class at the final examination for admission to the High School ; and therefore it is his interest that all doubtful cases should be kept back, and this First Class should be as small as possible, embracing only the flower of the school. In fact, it seldom comprises more than one twentieth part of the whole number of pupils. We would recommend, at least as an experiment for a few years' trial, that a class should be admitted from the Primary into the Grammar School twice a year, at the end both of the winter and the summer terms ; that promotions from each of the five lower classes to the class above should take place every six months ; that each of the six classes should consist of two divisions, an upper and a lower, advancing at different rates of speed, both promotions and degradations from one of these divisions to the other taking place weekly, or even daily, since the fre-

quency of such removals would be a very efficient means of discipline, and of rewarding effort, and punishing sluggishness; that both divisions of the First Class should be offered, at the end of the year, for admission to the High School, it being understood, however, that the Grammar master is responsible for the success only of the first division, those in the second half "running for luck," as the phrase is, at the examination, since their success would obviously depend on special and extraordinary effort on their part during the six months immediately preceding. The adoption of this plan would render it perfectly feasible for very bright and industrious pupils to pass through the Grammar School in three years; the great majority of them would undoubtedly require four or five years; and a few dullards might drag the chain for the present full period. A scholar now passes from one class to another, and from one grade of schools to another, at as fixed a period, and with as little effort on his part, as a calf grows to be an ox; only the calf gains flesh far more rapidly than the child gains knowledge.

One of our oldest and best Primary-School teachers says, in her last annual report, "I can prepare a class once in six months to enter the next class above. I do think there should be more individual promotion among our scholars who attend the Primary Schools."

The following extracts from the reports of three other Primary teachers, show that classes *can* be "jumped" even under our present annual system; and of course, such cases would be far more frequent if the term were shortened to six months.

1. "More than one half of the first class were taken up from the third. The second class is composed of the most stupid ones from the third, and filled up with the brightest from the fourth class. The third class is made up of the poorest in the fourth, and the most capable from the spelling class."

2. "Two members of the third class, prepared for promotion, entered the Grammar School. Two little scholars from the fourth were considered qualified for entering the second class."

3. Besides nineteen who entered the Grammar School in July, "nine more were admitted from the present first class in September, making a total of twenty-eight. Four scholars have been promoted from the third class to the first."

We commend these cases, — and there may be others like them, — for study and imitation by all the Primary teachers. It is obvious that such promotions can be systematically made only under the direction and by the authority of a Principal of the school; for an *independent* teacher of a lower class might not always relish having the best materials from the class below jumped over her head into the one above; and the teacher of the upper class might not be perfectly willing to receive those who had not gone through the full measure of training in the initiatory steps. But if such promotions were frequent, more time would be occupied by regular school-work, and yet an opportunity would be left for amusements enough to keep the children quiet and occupy their leisure.

One great reason why so many years are now required to complete the school course is, that the working period in each year has been recently so much shortened, first, by lengthening the summer vacation; secondly, by cutting off one hour from the afternoon sessions; and lastly, in the case of the High School, by giving up the Saturday sessions altogether. A few years ago, the summer vacation was only six or seven weeks long; in 1868, it continued nine weeks. Add the three shorter vacations and the usual holidays, and it appears that there were, in 1868, about thirty-nine weeks of work, and thirteen weeks of vacation. Allow four hours a week more for recent reductions of school time, — in the case of the High School, by giving up the Saturday sessions, and for the other schools by shortening the afternoon's work, — and it appears that the working period was really equivalent to about thirty-four weeks.

Believing this amount of vacation to be excessive and injurious, not only because, by lengthening the time required for a complete school education, it diminishes the number who can obtain such education, but because, for more than a third part of every year, it turns out thousands of children into the streets, there to forget and to unlearn what they had previously learned in the schools, the present Board have attempted with caution, — many will think with too much caution, — to remedy the evil. We have reduced the summer vacation to about seven weeks, — several of us would have preferred six weeks, — and we have required for the High School three hours of exercises, not demanding much

study or toil, on Saturday forenoons. The afternoons throughout the week still afford abundant time to enable the High School girls to practice music and household duties, and the boys to invigorate themselves by out-of-door work and play; since the evenings enable them to study the short lessons which alone they are required to learn out of school. One Primary School Report says, "The long summer vacation had erased all the impressions of school order from the minds of some of those boys who had been allowed the full benefit of street-teaching; and again corporal punishment was administered to some boys;" and another alludes to the loud complaints of parents about the length of the vacation, though the same persons inconsistently allowed their children to be frequently absent in term time. The Annual Report from the High School says, "The last hour of the Saturday session is devoted to music, to which, for the last four years, the last hour of Friday had been given. *Now*, we have five full days in the week for the regular exercises, and time on Saturday for miscellaneous work. I believe that these three hours on Saturday are as useful as any other three hours of the week."

Indeed, considering the amount of time, nearly twenty per cent., saved for this seminary by our recent legislation, it becomes a question whether by still further consolidating the studies, we may not afford a more perfect education to those who are now allowed to graduate in the shorter or three years' course, and even to introduce the study of German into the fourth year. At present, there are three distinct courses in the programme, namely, the Classical, the complete English course, and a shorter or three years' English course. As these three are not made so nearly parallel as they might be, time and labor are wasted by the necessity of going over the same ground again and again with very small classes, instead of traversing it once for all with a single division. The School Committee for the next year will probably recognize the necessity of a new arrangement and distribution of the studies in the High School course.

Our School Regulations expressly require that all the teachers shall be elected annually, all being considered candidates for reëlection who do not signify a wish to the contrary. A similar rule exists elsewhere, its obvious and proper purpose being to afford an opportunity, at least once every year, quietly to drop an

inefficient or incompetent instructor, against whom there may not be any distinct cause of complaint, except the general fact that his or her school or class is not in a satisfactory condition. The laws of the Commonwealth also expressly authorize the School Committee to "dismiss from employment any teacher whenever they think proper;" but it has not been usual to exercise this power at any other period than that of the annual election, except for specific and grave reasons. If dismissed before the expiration of the year for which he or she was elected, the teacher would have a moral, though not a legal, right to ask that good cause should be shown for a seemingly harsh procedure. But it is the bounden duty of the School Committee to choose the best possible teacher; and they are guilty of a dereliction of duty if they appoint one of inferior merit, solely on the ground that he or she has held the office, though probably unworthy of it, during the previous year. Nothing would be so injurious to the schools as the right of any feeble or indolent teacher to cling to his position like a barnacle to a ship's hull, because he unluckily once found a place there, though he has never been anything but an impediment to the ship's motion. We still have teachers who have been in service for twenty or thirty years; and this is highly creditable to them, because they might have been dropped at any time. If they held office on a life tenure, their long term of service would tell rather to their discredit than to their recommendation. The best efforts of any incumbent can be secured only by the possibility, and even the probability, of being displaced just as soon as his efficiency is diminished. We cannot tolerate merely negative merit; not to do harm is not enough; he must do good. And the right of displacement must not rust by disuse; it must be freely, though never wantonly, exercised. There is no fear that the right will be exercised frequently or without grave reasons, the act itself being an unpleasant one, and liable to much criticism and reproach. Out of one hundred and twenty-five teachers employed by the city, we believe that not more than six or eight have in any one year failed to be reëlected, except by their own wish. Often not more than two or three are dropped; sometimes not any.

It would be unjust to the teachers to make no mention of what is the chief difficulty in their work and the greatest obstacle to the improvement of the schools. To preserve order and good disci-

pline in a large school, consisting in a great degree of children from the poorer classes, many of whom never see a book at home, are not trained there to habits of obedience and quiet conduct, but spend most of their time in the streets, is of course an irksome and laborious task, requiring much energy and tact, and constantly impeding the proper work of instruction. Strict order and prompt obedience are indispensable requisites of a good school. At what cost of time, effort, and watchfulness these ends are secured, may be easily learned from the Record Books, which are now carefully kept, of the conduct of every scholar. It is pitiable to learn from these minute accounts how much care and labor, how much work in and out of school, by every teacher, are monopolized by the "bad children," or as we should rather say, by children brought up under bad influences at home, who constitute not more than five or ten per cent. of the whole number of pupils. The worst cases of this sort are frequently referred to the Committee, and four or five flagrant instances were discussed at a recent meeting of the Board. It was found hard to tell what to do with them. Some advocated their expulsion or suspension for long periods, and others thought corporal punishment might be the proper remedy. But against the former course, it was urged, that it would take away the benefit of school instruction and discipline from the very class of children who had most need of them, and by turning them into the streets, would train them effectually for the schoolship and the jail. Against the latter course the usual arguments against corporal punishment were urged. More than six months ago, a sub-committee was appointed to consider the expediency of establishing one or more special schools for the reception of disorderly pupils; but they found the plan hedged about with difficulties, and have not been able to report. To congregate such children together is to encourage them in evil-doing by the presence of each other, and to deprive them of the benefit of good examples. Such institutions would be reform schools instead of schools of instruction, and rather than enter them, both parents and children would prefer to give up school altogether. At least three of them would be needed in different localities of our large city, and as they could be managed only by male teachers, the cost of establishing them would be heavy. Unquestionably these "bad children" have their rights, and their just claims upon our sympathies, our

efforts, and our school system. But we think the 90 or 95 per cent. of "good children" have *their* rights also, which certainly are infringed when one third or one half of their teachers' time and best energies must be given to such unprofitable material, forming only a small fraction of the school. Under our present system, the proper place of at least one half of these incorrigible pupils is in the school-ship, the almshouse, or the penitentiary.

To show the magnitude and the pressing nature of the evil here referred to, we present a few extracts from the Annual Reports recently made to us by the teachers of the Primary Schools.

1. "Some of the children are entirely beyond the control of their parents, and almost daily requests come to the teachers to punish them in such a way as to compel their attendance. It is no unusual thing for boys to be out of school three or four days without the knowledge of their parents. The teacher would suggest that this matter calls for immediate attention, for only by such children as are *made* to do right will right be done."

2. "One unruly boy has an unhappy influence on the whole school, and often causes trouble and confusion to supersede quiet and order. The scholars with two or three exceptions have behaved well, and cheerfully conformed to the rules of the school. There are some boys who appear to be devoid of kindly feelings, and on whom all gentle persuasion or remonstrance appear to be thrown away. It is such children who are a constant trial to the teacher."

3. "There have been but few cases of corporal punishment during the year, none during the last six months. Several scholars have been sent home for misconduct with notes to their parents, and some have been sent to the Committee. In many instances, the parents have complained of this mode of discipline, and have said they wished their children could be punished at school. For a Primary School, there is an unusual number of large scholars, many of whom are foreigners; some of them show a daring and lawless spirit, and are hard to govern."

4. "I earnestly wish that the deportment of the school might be improved, and that the behavior of some scholars should not be allowed to injure by example the quiet and well-behaved inclinations of others. But I find myself unable to suggest any remedy that would be practicable; since schools as well as com-

munities are made up of the various natures, orderly and disorderly, and the separation of the well disposed from the evil disposed is never accomplished."

5. "The greater part of the scholars are orderly and punctual. Several boys are troublesome and hard to govern. I had three boys whose parents said they found it impossible to control them at home."

6. "I would have strict and prompt obedience, without compulsion if possible, but exacted at all events. This lesson must be learned by all, and when more easily than in childhood. Children are keen observers, and know well when justice is done. I commenced the year, feeling that I must either have control of my school or resign. Last year's effort to avoid corporal punishment had made such a change in everything, that I almost dreaded to enter my room. I have punished more this quarter; and yet their prompt attendance, their bright happy faces and cheerful greetings, assure me that the school-room is no prison to them."

These few extracts point out distinctly enough the nature of the evil. It will be for our successors at this Board to devise and apply, if they can, a remedy. We do not intend hereby to express any opinion for or against the expediency of corporal punishment in the schools; and we present the following figures to show how much the frequency of such punishment has diminished in our schools during the last three years:—

REPORT OF THE SCHOOL COMMITTEE.

CORPORAL PUNISHMENT.—GRAMMAR SCHOOLS. 1866.

SCHOOL.	Oct.	Nov.	Dec.	TEACHER'S No.
A.	-	2	-	
B.	4	-	-	1
B.	1	-	-	2
B.	2	-	-	3
B.	4	3	1	4
B.	1	3	-	5
C.	9	9	7	6
D.	7	4	1	7
E.	2	5	1	8
E.	-	2	2	9
E.	-	1	1	10
E.	-	2	1	11
E.	19	2	4	12
E.	5	-	1	13
				14

CORPORAL PUNISHMENT.—GRAMMAR SCHOOLS. 1867.

SCHOOL.	Jan.	Feb.	Mar.	Apr.	May	June	July	Sept.	Oct.	Nov.	Dec.	TEACHER'S No.
E.	1	-	4	-	2	1	-	-	1	1	-	9
E.	-	-	-	1	-	-	-	-	1	-	-	11
E.	1	-	2	2	2	1	-	-	1	-	-	15
E.	-	2	-	2	1	3	-	-	-	-	-	13
E.	-	2*	3	1	3	-	-	-	2	1	-	16
E.	-	2	-	1	-	-	-	-	-	-	-	17
E.	-	1	1	-	-	-	-	-	1	1	-	10
F.	-	-	-	-	7	-	-	-	1	3	-	18
F.	-	-	-	-	-	3	-	9	1	-	-	19
A.	10	-	14	-	-	-	-	-	7‡	-	18‡	1
D.	-	-	5	2	3	-	-	-	3	2	-	8
C.	-	-	11	-	-	-	-	6	4	4	-	7
B.	1	1	2	-	-	-	-	-	1	-	-	2
B.	1	-	1	-	-	-	-	-	-	-	-	3
B.	-	-	2	-	-	-	-	-	16†	-	-	6
B.	1	-	3	-	-	-	-	-	-	-	-	4
B.	1	1	7	-	-	-	-	-	4	2	-	20
B.	-	-	-	-	-	-	-	-	1	-	-	21
B.	-	-	-	-	-	-	-	-	4	3	-	22
D.	-	-	-	-	-	1	3‡	-	-	-	-	23
G.	-	-	5	6	6	8	5	6	6	6	8	24
												25
												26

* No. 12 left March 1st.

† One quarter.

‡ Same boy 3 times.

REPORT OF THE SCHOOL COMMITTEE.

17

CORPORAL PUNISHMENT.—GRAMMAR SCHOOLS. 1868.

SCHOOL.	Jan.	Feb.	Mar.	Apr.	May	June	July	Sept.	Oct.	Nov.	Dec.	TEACHER'S NO.
D	—	—	—	12	3	6	1	—	—	—	—	8
E	—	—	—	—	1	—	—	—	—	2	1	9
E	1	—	—	—	2	—	—	1	—	—	—	10
E	—	—	1	—	—	—	—	—	—	—	—	16
E	—	—	1	—	—	—	—	—	2	2*	—	11
E	—	—	1	—	—	—	—	—	—	—	—	17
E	—	—	1	—	—	—	—	—	—	—	1	27
E	—	—	1	—	—	—	—	—	—	2	—	7
C	4	—	—	—	2	—	—	—	—	2	3	1
A	—	—	3	4	3	7	—	—	—	—	—	28
B	—	—	2	—	—	—	—	—	—	—	—	29
B	—	—	1	—	—	—	—	—	—	3	—	20
B	—	—	—	—	—	—	—	—	—	2	—	23
B	—	—	—	—	—	—	—	—	—	—	—	26
G	8	7	7	—	—	—	—	—	—	—	—	19
F	6	—	—	—	—	—	—	—	—	—	—	—

* Same boy twice.

CORPORAL PUNISHMENT.—PRIMARY SCHOOLS. 1866.

SCHOOL.	Oct.	Nov.	Dec.	TEACHER'S NO.
a	8	3	6	30
b	—	—	2	
c	8	6	5	
d	10	11	4	
e	—	—	2	
f	24	8	—	31
g	2	2	—	32
g	2	2	—	33
g	1	1	—	34
g	3	3	—	35
h	3 b. 2 g.	12	3	36
i	17 b. 3 g.	24 b. 16 g.	25 b. 1 g.	37
j	5 b. 2 g.	12 b. 6 g.	—	38
j	14 b. 2 g.	3 b. 3 g.	—	39
k	19	5	6	40
k	16	5	3	41
k	5	1	—	42
l	2*	1	4	43, 44
m	—	2	2	45
n	7	4	4	46
o	3	5	3	47
o	7	7	6	48
p	27	9	5	49
p	9	10	1	50
p	9	2	2	51
p	20	3	9	52
q	6	1	4	53

b indicates boy; g, girl.

REPORT OF THE SCHOOL COMMITTEE.

CORPORAL PUNISHMENT.—PRIMARY SCHOOLS. 1867.

SCHOOL.	Jan.	Feb.	Mar.	Apr.	May	June	July	Sept.	Oct.	Nov.	Dec.	TEACHER'S NO.
a	2	2	3	2	6	—	—	5	5	—	—	30
a	2	2	3	7	—	—	—	5	4	—	—	54
a	—	2	2	1	4	*	*	5*	4*	*	*	55
a	*	*	*	*	*	*	*	3	1	—	—	56
a	—	—	2	3	3	2	—	—	2	—	—	57
c	—	—	—	—	—	—	—	1	5	1	—	58
c	—	—	—	—	—	—	—	—	1	—	—	59
d	—	—	—	—	—	—	—	—	—	5	—	60
d	—	—	—	—	—	—	—	—	—	—	b. g.	82
r	—	—	—	—	—	—	—	—	2	—	—	61
e	—	—	—	—	—	—	—	2	1	2	3	62
s	—	—	12	13	9	b. g. 1 3	—	—	1 5	b. g. 2 2	b. g. 1 3	63
g	5	—	2	3	—	—	—	—	—	—	—	64
g	—	—	—	1	—	—	—	—	—	—	—	32
q	3	3	9	8 1	4	b. g. 6 1	1	*	b. g. 4 1	*	*	53
q	*	*	*	*	*	*	*	*	4 1	*	—	—
q	8	3	5	1	4	4	—	—	4	—	—	65
p	5	6	7	8	b. g. 2 1	5	3	b. g. 2 1	—	—	—	49
p	11	2	4	b. g. 1 2	—	—	—	—	—	—	—	50
p	—	3	4	6	—	b. g. 4 1	—	—	—	—	—	51
l	2	2	—	—	—	—	—	—	—	—	—	66
o	2	—	2	—	—	—	—	—	—	—	—	47
o	2	3	4	—	—	—	—	—	—	—	—	48
o	—	—	—	—	—	—	—	—	—	b. g. 2 1	—	67
m	—	1	3	—	—	—	—	—	—	21 8	5	68
k	5	—	8	—	—	—	—	—	—	—	—	40
k	—	—	—	—	—	—	—	42†	—	5	—	42
k	1	—	—	—	—	—	—	—	10	—	—	41
j	—	—	5	b. g. 4 1	—	b. g. 3 2	—	14	6	10	—	36
i	14	3	12	19	11	9	5	5	7	4	—	{ 38
s	—	—	—	—	—	—	—	—	8	—	—	69
n	—	b. g. 1 2	1	—	—	—	—	20†	—	—	—	70
												46

† Six months.

‡ From September 14th to October 1st.

CORPORAL PUNISHMENT.—PRIMARY SCHOOLS. 1868.

* Three months.

† The pupils in this school are all of foreign parentage.

SUMMARY GRAMMAR SCHOOLS.

	Jan.	Feb.	Mar.	Apr.	May	June	July	Sept.	Oct.	Nov.	Dec.	Total	No. Scholars.
													Jan. 1, 1867.
1866	—	—	—	—	—	—	—	—	54	33	21	108	2,334
1867	16	7	62	14	25	17	8	38	42?	14?	26	249	2,334
													Jan. 1, 1868.
1868	20	7	15	16	11	13	1	1	9	9	2	104	2,839

PRIMARY SCHOOLS.

	Jan.	Feb.	Mar.	Apr.	May	June	July	Sept.	Oct.	Nov.	Dec.	Total	No. Scholars.
													Jan. 1, 1867.
1866	—	—	—	—	—	—	—	—	236	167	97	500	2,981
1867	62	35	92	81	51	47	51	49	76	64?	19	627	2,981
1868	23	3	26?	19	12	13	7	21	33	27?	36	225	Jan. 1, 1868. 3,025

As appears by the records of the Secretary of the Board, in nine of the twenty-five Primary Schools no corporal punishment has been reported during the past year. In one of the Primary Schools, composed entirely of children of foreign parentage, no corporal punishment has been inflicted for several years.

CHARLES H. SAUNDERS,

Chairman ex officio.

EDWARD ABBOTT,
FRANCIS BOWEN,
EDWIN B. CHASE,
FRANCIS J. CHILD,
MARTIN DRAPER, JR.,
JOHN W. HAMMOND,
HAMLIN R. HARDING,
HENRY O. HOUGHTON,
GROVE H. LOOMIS,
ASA P. MORSE,
JAMES R. MORSE,
THOMAS SCULLY,
JOSEPH H. TYLER,
MORRILL WYMAN.

*School
Committee.*

To prevent a misapprehension which might be occasioned by our subscribing a report in which an expression of opinion with regard to the operation of the law restricting corporal punishment is withheld, while remarks of teachers are inserted which imply a dissatisfaction with existing rules, we feel constrained to express our disapproval of this portion of the Report.

CHAS. H. SAUNDERS,
MORRILL WYMAN,
F. J. CHILD,
H. R. HARDING,
THOS. SCULLY,
EDWIN B. CHASE,
H. O. HOUGHTON,
A. P. MORSE.

We object to so much of the report as approves the restoration of Saturday-work in the High School.

F. J. CHILD,
MORRILL WYMAN.

[The two following paragraphs, belonging in the original draft of this Report, the first at line 11, page 139, and the second on page 143, though struck out by a majority of the committee, express the opinion of the undersigned.]

And the evil would be still further enhanced by any system which would isolate, and render independent, each teacher and class, who, in their own separate room, pursue their own year's work, without any oversight by or dependence on a common head.

Still further; the teacher needs to be stimulated not only by the fear of ejectment, but by the hope of promotion. The worst possible arrangement of a large number of teachers would be, so far to equalize their labor, their responsibility, their authority, and their salaries, that once having secured a position in the school, no change should be possible, no field should be open for ambition, but the incumbent should remain for life in the same post, like an oyster, occupied year after year with the same dull routine. We need a long gradation of trusts, authorities, and salaries, not only that the lower positions may be training-schools for the higher ones, but that every one may be urged to increased effort by the constant hope of promotion and higher pay. Emulation is the motive power, the very principle of life, in our schools; and the teachers need its vivifying influence just as much as the pupils. Yet there is a constant pressure upon this Board, by those in the inferior positions, that they may be made as independent, may have as much authority and pay, as those who are now in offices of higher trust; and the reason which they allege is, that they work as hard and as long, and that their functions are as important as those of a higher grade. All this may be very true; they may even work harder, and to teach the alphabet is even more necessary than to teach astronomy and algebra. But the work will not be so well done in any of the offices, the instruction will be nowhere so thorough, when one post is just as eligible as another, as it would be if a chance always remained for promotion and higher emolument. The equalization plan is impolitic, for it is inconsistent with human nature and with God's plan of human life.

FRANCIS BOWEN,
THOMAS SCULLY.

TABULAR VIEW
OF
THE PUBLIC SCHOOLS OF CAMBRIDGE,
JANUARY 1, 1869.

NAME OF SCHOOL.	TEACHERS.	SALARY.	NO. OF SCHOLARS, JAN. 1, 1869.
High School,	William F. Bradbury Joseph A. Gillet John Orne, Jr. Mary F. Peirce Caroline Child Emma A. Scudder Elizabeth M. Fessenden Frances M. Read	\$2,500 2,000 1,700 900 700 700 700 700	285
Allston Grammar,	Benjamin W. Roberts Lizzie B. Winnett Sarah M. Gray S. Ellen Hearsey Sarah D. Whiting Anna F. Stanley Emily R. Pitkin Emma F. King Lucy H. Whiting Sarah F. Bryant Georgie M. Roberts Etta S. Adams Lorette Avery	2,000 600 600 600 600 600 600 600 600 600 600 600 600 600	539
Harvard	" Aaron B. Magoun Catharine Richardson H. Augusta Dodge Ada H. Wellington Mary E. Wyeth Martha M. Damon Lydia S. King	2,000 600 600 600 600 600 600	278
Putnam	" Francis Cogswell Sarah M. Burnham Anna B. Josselyn Maria E. Spare Almira L. Hayward Sarah Maria Wheeler Lizzie A. Winward	2,000 600 600 600 600 550 550	325

TABULAR VIEW OF THE PUBLIC SCHOOLS (*continued*).

NAME OF SCHOOL.	TEACHERS.	SALARY.	NO. OF SCHOLARS, JAN. 1, 1869.
Shepard Gram- mar.	Daniel B. Wheeler Augusta M. Howe Emma M. Taylor Ella L. Hinman Lu A. Butters Sara J. French	\$2,000 600 600 550 550 550	278
Thorndike "	Ruel H. Fletcher Anna W. Averill Eunice B. Dyer Martha A. Martin Emma F. Monroe Rebecca D. Wing Orpha M. Fletcher Ella W. Clark	2,000 600 600 600 600 550 550 550	354
Washington "	Daniel Mansfield Lucy A. Downing Adeline M. Ireson Catherine P. Green Abby M. Webb Eleanor M. Butler Mary E. Lord	2,000 600 600 600 600 550 550	331
Webster "	Alvah C. Smith Eliza K. Brackett Lucille C. Bancroft Eliza D. Fisher Jane Dallinger Helen J. Maiers Louise C. D. Harlow Isabel B. Merrill Gertrude A. Hyde Esther F. Hannum Carrie L. Smith	2,000 600 600 600 600 600 600 550 600 550 600	512
Boardman Primary	Mary F. Emerson Mary F. Ball Margaret B. Wellington Marietta B. Hawes Mary F. Stewart Mary Agnes Lewis Susie E. Merrill	550 550 500 500 550 500 500	314
Bridge "	Elizabeth E. Dallinger Emily C. Dallinger	600 500	94
City Craigie "	Sarah A. Rand Harriet A. Butler	550 ¹ 600	33 123
Dana "	Maria F. Williams	550	28
Dunster "	Sarah B. Waitt Juliet M. Pickering Louise M. Delano Sarah E. Stewart	600 500 500 500	198
Eastern "	Mary E. Coburn Frances E. Pendexter	550 550	107

1 \$300 and board.

TABULAR VIEW OF THE PUBLIC SCHOOLS (*continued*).

NAME OF SCHOOL.	TEACHERS.	SALARY.	NO. OF SCHOLARS, JAN. 1, 1869.
Felton Primary.	Elizabeth T. Dike	\$550	117
	Caroline E. Chester	550	
	Martha A. Culver	500	
Gannett "	Sarah J. A. Davis	550	168
	Lucy C. Wyeth	550	
	Elizabeth M. Davis	500	
	Annie F. Harding	500	
Harvard "	Frances A. Hyde	550	75
Lechmere "	Martha J. Avery	550	46
Mason "	M. Lizzie Evans	600	215
	Julia E. Murdock	600	
	Susan M. Cochrane	500	
	Charlotte E. Watson	450	
Otis "	Abby S. Taylor	600	258
	Sarah D. Mitchell	550	
	Susan M. Pendexter	550	
	Ellen N. Pike	500	
	Julia M. Mighill	500	
Putnam "	Lucy A. Draper	600	99
	Hattie M. Prince	500	
Quincy "	Charlotte E. Jewell	550	112
	Helen E. Morey	550	
Reed St. "	Lucy T. Sawyer	550	216
	Evelyn A. Sawyer	550	
	Emma L. Hutchins	550	
	Martha C. Dickman	500	
Riverside "	Garaphilia M. Beers	500	203
	Helen J. Ward	500	
	Abby A. Lewis	500	
	Jennie C. Osgood	500	
Sargent "	Anna M. Harrod	600	219
	Frances J. Harrod	600	
	Mary L. Tower	500	
	Fanny B. Messinger	450	
Shepard "	Fanny E. M. Dennis	500	72
	Charlotte A. Ewell	450	
Thorndike "	Martha H. Butler	600	127
	Ada A. Noble	500	
Washington "	Marianne M. Webb	600	164
	Eunice W. Field	550	
	Julia H. Kimball	500	
	Ella F. Webber	500	
Webster "	Mary A. Tarbell	600	169
	Mary E. Sawyer	600	
	Martha E. Redman	500	
Williams Hall "	Anna S. Lamson	600	108
	Kate M. Lowell	500	

TEACHER OF MUSIC — Nathan Lincoln, \$1,600.

SUMMARY.

Number of pupils in High School	285
Number of pupils in Grammar Schools	2,617
Number of pupils in Primary Schools	3,265
	<u>6,167</u>

COST OF INSTRUCTION.

High School	\$9,900	for each pupil, \$34.73
Grammar Schools	44,600	for each pupil, 17.04
Primary Schools	35,300	for each pupil, 10.81
Music	1,600	for each pupil, 26
	<u>\$91,400</u>	<u>\$14.82</u>

Number of pupils belonging to Public Schools, January 1, 1869	6,167
Number of pupils belonging to Public Schools, January 1, 1868	5,864
Increase during the past year	303

Increase of pupils, 1860	272
Increase of pupils, 1861	172
Increase of pupils, 1862	262
Increase of pupils, 1863	226
Increase of pupils, 1864	200
Increase of pupils, 1865	58
Increase of pupils, 1866	243
Increase of pupils, 1867	286
Increase of pupils, 1868	330
Number of Schools	31
Number of Teachers	134

REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

To the School Committee of Cambridge:—

GENTLEMEN,—In accordance with the requirements of your regulations, I respectfully submit the following, as my first Annual Report:—

In accepting the office of Superintendent of Public Schools, I was not ignorant of the arduous duties, and peculiar difficulties connected with it. I did not forget that the office itself was with you an experiment, tried with many misgivings, doubtless, even on the part of those whose votes established it. I supposed that many, regardless of the merits or demerits of the incumbent, might expect at once manifest and important results. It occurred to me that some might look for the early introduction of plans of educational reform—of methods and systems before unknown, but which would spring into existence as the natural result of the establishment of the office. If any entertained views such as I have described, they have had, or will have, ample opportunity to correct them.

For myself, I made no such mistake. I was aware of the fact that many who have given to Cambridge its high literary renown, have, from time to time, been connected with its School Board; while many others, known for their professional success, or for their prominence in business circles, have also aided in moulding the present school system. It may well be supposed then, that I am called to this work to carry out that which you have inaugurated, rather than with the hope that I am to devise new plans, or introduce immediate reforms. Here, however, I would not be misunderstood. I trust we shall all be watchful, lest the rapid strides with which the cause of education is advancing, shall leave

us far behind. It is no time to be satisfied with the present. The busy thought of the leading educators of the day, moulded into a form available to all who are willing to be learners — the improvements in school-buildings, school-furniture, the classification of pupils and methods of teaching, all demand of us earnest effort lest we fail to keep pace with the spirit of the age.

I have intimated that I felt great anxiety in entering upon a work beset with so much of difficulty, either real or fancied ; but here I cannot forbear saying, that the kind and cordial manner in which I have been received by all with whom I have been brought in contact, has removed much of such anxiety, and has rendered my labors thus far most pleasant.

In defining my duties, you direct that I shall annually give an account of the schools, and make such suggestions as I may deem advisable. Now I do not flatter myself that I have yet made myself acquainted with the actual condition of the schools, nor can I hope to do so immediately. This must be the work of time. To be sure, I have in every instance definite impressions, formed from what I have seen, but these may be modified much hereafter, when I shall have had opportunity of further observation.

I yield to my inclination so far as to make this Report as brief as possible ; and I do this the more readily, since I feel sure that no report of mine will be needed to supplement the able and elaborate one which may well be expected from the chairman of the Committee on the Annual Report.

It is but giving utterance to a truism to say, that, with good teachers, good school accommodations, and a good school system, we shall always have good schools. Good schools, indeed, consist in these, and in nothing else. First of all, and above all, we must have good teachers. With such, we shall never have *poor* schools, however unfortunate we may be in the other conditions of which I have spoken.

From an observation of a few months, I am prepared to say, that for ability, and for fidelity to the great trusts committed to their care, the teachers of Cambridge will compare favorably with those of the other cities and towns in this vicinity. It were folly to assert that all are equally worthy and equally successful ; such a statement would be true of those of no profession nor occupation. What I do assert is, that in each of the grades, a large pro-

portion of all are well fitted by nature, by education, and by experience, for the work they have undertaken. So fully do I appreciate the excellence of these, that should their places from any cause be vacant, I believe it would be exceedingly difficult, if not impossible, to fill them with those of equal worth.

Wherever in the selection of these teachers great care has been exercised, it is certainly worthy of imitation by all having the responsibility of appointments hereafter. Incompetence in those employed in other occupations, may, perhaps, be pardoned, since frequently no higher interest is involved than that of dollars and cents; but who shall estimate the loss to a community, when its children are instructed by those possessing neither the general ability, the tact, the force of character, the elements of moral strength, nor the quick sympathy with childhood which distinguishes the superior teacher?

It must be evident to all that a few of our schools have suffered from the employment of teachers entirely ignorant of the great responsibility they were assuming. In view of the importance of obtaining teachers of experience, joined with the desire we must all feel to aid those educated among us, would it not be well, at no distant day, to establish a Normal or Training Department, where the graduates of our High School, desiring to teach, might in a measure prepare themselves for their work?

School Accommodations.

I have said that with good teachers, we shall never have *poor* schools. I believe this, but at the same time, I just as fully believe that with school-buildings improperly constructed and arranged, we can never have, in the highest sense, *good* schools. Now it is with extreme reluctance that I speak at such length upon the subject of our school accommodations, thus omitting much that you doubtless expect in a report of this kind, and yet I have felt that I should do less than my duty, did I not indicate fully, what in my judgment is the present condition, and also what are, to some extent, the immediate wants in this direction.

The High-School House is an honor and an ornament to Cambridge. I cannot conceive that any citizen can regret his share of the burden in erecting a building, so well meeting the wants of our High School, which stands as the crown of our whole Public School system.

The Grammar-School Houses are, with one exception, substantial brick buildings, having an estimated value of about \$30,000 each.

The exterior of these houses is certainly fair, but to my mind there is much of deformity within. I greatly fear I shall not be able to convey any correct idea of my impressions when, for the first time, I passed from house to house, and found such peculiar, and, as I think, unfortunate arrangements.

Excepting the Harvard, of which I may speak hereafter, they all seem to have been constructed on the same general plan, and either may be taken as the type of all. The central idea is a large room or hall, containing from 100 to 225 pupils, and having one, two, or three recitation-rooms, as the case may be, connected with it.

In the Allston, differing slightly from the others in point of numbers, the master's room has seats for 220 pupils, and it is fair to assume that it will, at times, contain this number. The first class numbers thirty, and often more, and it is to be instructed by somebody over the heads of a large portion of the army stationed in this immense hall.

In each large room under the charge of an assistant, there are from 100 to 125, and sometimes even more. In the Webster School, one room has 131 pupils and three teachers ; but having but one recitation-room, two teachers are obliged to occupy the same room. I need not say that human enterprise, as manifested in constructing school-houses, has never yet produced a room sufficiently large to warrant such an arrangement.

I have thus briefly indicated the facts connected with the accommodations for this grade, and here I might well leave the subject.

Need I attempt to prove that such a system is defective, if not wholly wrong ? It has been tried, and has been abandoned, so far that I know of no prominent educator who advocates it, nor do I know of one single city or prominent town in New England, or outside of it, where it can be found, unless it be in some district where it is tolerated as a temporary evil.

The present arrangement brings under the control of one teacher, so many pupils that he or she is in danger of being overpowered by the mere force of numbers. The energy and strength necessary to preserve order in such a mass of rebellious

humanity, as these crowds sometimes prove to be, wear out the vitality of the teachers, and unfit them for the only proper work belonging to their vocation. We wish to bring teachers nearer to their pupils, to enable them to measure their hearts as well as their minds. Whatever prevents this, whatever tends to create a necessity for *governing* a school, is an irreparable wrong to its victims.

We ask of teachers, that they shall exert a healthful influence upon their pupils; that mind shall be brought in contact with mind; that they shall not merely hear recitations, but that they shall bear to waiting and eager minds something — yes much — of which text-books have never dreamed; something which may be useful to the scholar in future life, or which may enkindle in him a love for knowledge. We are beginning to see that in this direction we must depend upon oral instruction. Now, I ask, can a teacher in the presence of two hundred pupils, belonging to four different classes, be so skillful as to hold the attention of his own class, and not attract the notice of the rest? Can such pupils excuse themselves for failure in recitation, on the ground of being diverted from their tasks? The pupils, in preparing their lessons, should be under the care and observation of the teachers to whom they are to recite. Then, and then only, is it possible to appreciate the work of each, and do justice to all. This will receive the assent of all experienced teachers.

Is it pleasant or profitable to hear the tramp of pupils passing to and from the recitation rooms? On the contrary, is it not a source of extreme annoyance, as well as an excellent means of consuming time without profit to anybody?

Moreover, this system is an expensive one. With single rooms, each teacher generally has about fifty-six pupils, but one hundred and twelve is a very large number to place under the care of one teacher, although she may have an associate to aid her in the work of instruction. We may then somewhat increase the number of pupils to each teacher, and thereby diminish the expense of the schools, while at the same time we shall greatly increase their efficiency, bringing them home to the individual wants of the scholars in a way not now possible.

I advocate no visionary scheme. The system of single rooms has been tried, and has been almost universally adopted.

My desire to improve this class of our schools is my only excuse for thus prolonging this discussion. As I look upon the Grammar Schools, I see a class of teachers, equal, in my judgment, to those of any other city, but working under the disadvantages which I have endeavored to indicate; and could I by any efforts of mine inaugurate the change of which I have spoken, I believe I should do more to advance the interests of these schools than it would be possible to do in any other way.

I would therefore respectfully suggest that you urge upon the proper authorities the great importance of remodeling as many of the Grammar-School Houses the coming season as practicable.

Nearly three years ago, the Committee on School-houses and Estimates recommended the erection of a building for the Harvard Grammar School. In the accompanying report, the committee stated some of the reasons which had induced them to make this recommendation. I am not aware that a single consideration then urged is less valid now; on the contrary, all hold with even greater force than ever before.

“One third of the school has been sent away from the building, to a distant part of the district, difficult for the children to reach, and far from the supervision of the master.”

Ought not *immediate* measures be taken to provide suitable accommodations for a school which has suffered so long?

Primary-School Houses.

We have made a beginning during the past year towards putting our Primary Schools on a proper basis. Till now we have had no graded schools of this class, nor has it been possible for us to have, owing to our unfortunate school arrangements. It must not be supposed, that, in the erection of the three houses just completed, the wants of this most important class of our schools are met. It is but a beginning. There are nearly one thousand children belonging to these schools, who now occupy rooms in the Grammar-School buildings; and it is fair to assume that, in every instance, the room will be needed within a short time for the accommodation of the Grammar Schools themselves.

Believing then, that from the necessities of the case, you will soon be obliged to remove these children from their present quarters, I will not stop to cite any of the very serious disadvantages in having Primary scholars in Grammar-School Houses.

32 REPORT OF THE SUPERINTENDENT OF SCHOOLS.

I would suggest that we need immediately a Primary-School House in Ward Four. This seems imperative. In addition to the school in Williams Hall, the Webster Primary also demands new quarters. One class has now ascended to the very poorly heated and imperfectly ventilated room in the attic, while all will be obliged to leave the building soon, to make way for the rapidly increasing Grammar School.

I believe it would be a great blessing to the pupils in the two schools of which I have spoken, were the new house now ready; but as it is not, I think steps should be taken at once for its erection. Upon this point I quote from the Report of the sub-committee of these schools: "A new School-house which shall accommodate all the Primary School children and more,—a building of the size of the new house on Winsor Street, or, if the City Council prefer, two of the size of the house recently erected on Putnam Street, providing well-ventilated and well-lighted rooms for 450 children,—should be built the next year on or near Magazine Street. This is an imperative necessity, if we would not have the children turned away from the schools for want of room."

We have a few Primary-School Houses, of which the Mason is a type, which, if remodeled, would be convenient and comfortable.

They now have a system of large rooms, having the same disadvantages which I have claimed for the Grammar Schools; and besides, the recitation-rooms are so small, and so poorly ventilated, that it is positively wrong to confine children in them. As the evils of these rooms were fully set forth in the last Annual Report, nothing need be added now. I would respectfully suggest that the City Council be requested to remodel these houses the coming season.

I have failed to express the conviction reluctantly forced upon me, if I have not indicated that, in my judgment, we are at present much behind our neighbors in the matter of school buildings. Charlestown, for instance, has several Grammar-School Houses which may be regarded as models, while they have not a really poor Primary-School room within the limits of the city.

If now the question of expense be raised, I can only say that I believe the citizens of Cambridge are prepared to accept this

truth, namely, that "it is not what schools cost, but what they are worth to the people, that should form our basis of action."

The estimated valuation of Cambridge in 1865 was \$25,897,971, the largest in the State, Boston alone excepted. The valuation in May, 1868, was \$34,093,800, or an increase of more than thirty per cent.

Lowell, with a population somewhat greater than our own, had an estimated valuation of \$20,980,041; and Worcester, also claiming a few more inhabitants than Cambridge, had a valuation of \$19,701,244.

In a graduated table, given in the last annual report of the Board of Education, in which all the towns in the State are numerically arranged, according to the percentage of their taxable property appropriated to the support of Public Schools, Cambridge for 1865-66 ranks as seventy-third; for 1866-67 as sixty-fifth.

The present valuation of School-houses in Cambridge, exclusive of the land, is about \$338,000, or a little less than one per cent. of the whole valuation of the city.

In connection with the subject of Primary-School accommodations, I wish to speak briefly of the condition of this grade of our schools in other respects. I have already intimated that in my judgment whatever other reforms we may introduce, we ought to commence with the arrangements of the School-houses. We must not place under the care of one teacher one hundred and twenty pupils, in a room provided with miserably constructed seats, with no desks or other supports for books or slates, no blackboards, no charts, tablets, or drawing-cards, and then expect good results.

Here, if in any business on earth, we want a proper division of labor. We neither want a teacher overpowered by numbers, nor, having a proper number of pupils, should she be overpowered by too great a variety of work; hence no teacher can take all the grades of a Primary School, and do justice to all. To be sure, she may be able to hear them "read and spell and recite the tables," and this may have answered once, but can do so no longer.

We are beginning to realize that the Primary Schools, as the basis of our whole system of public instruction, and where so many are taught who never enter the higher grades, are of first importance.

These first steps give direction to the whole life.

First of all, I admit we need the right kind of teachers. I concur in the remark of a prominent educator, that "if utter inexperience or desperate mediocrity must sit at the teacher's desk, let it be anywhere, everywhere, save in the Primary School, for anywhere and everywhere else will its ability to do irreparable mischief be less." Having a teacher, we must give her a chance to work. I know no better way than to bring into one room those who are, as near as may be, of equal attainments. Now I do not deem it advisable at this time to indicate what seem to me the proper methods of instructing these who are just passing from the "freedom of home life" to the discipline of the school-room. I will content myself with saying that I believe a skillful teacher with proper school accommodations, with even the lowest class, by conversational exercises, by making use of the concrete but never the abstract, by using that which is known to lead to the unknown, by claiming the aid of those senses, which are so acute even in childhood, will cultivate habits of observation, improve the perceptive faculties, and do much towards securing habits of accuracy in the use of language. Why may not there be taught something of form, of color, of natural objects, whether of the animal or the vegetable kingdoms, and many other things of a kindred nature. I must not be understood as finding fault with our excellent corps of teachers, nor with the course of instruction they have adopted. They have done the best they could under the circumstances in which they have been placed, and I know none will rejoice more than will they, when properly constructed, properly furnished, properly heated, and properly ventilated school buildings shall have made a good system of graded schools possible.

It will be remembered that soon after entering upon the duties of my office, I expressed surprise that so few slates were found in the Primary Schools, and recommended their early introduction. This has been done with good results. The teachers have most cordially accepted whatever suggestions I have made in regard to their use, and to them belongs the credit of whatever has been accomplished in this direction.

The report of the sub-committee of one of the schools contains the following: "The slates which were introduced in the autumn,

have been diligently used. The pupils have been taught to print, write, make figures, and have advanced somewhat in the mysteries of written arithmetic. The interest which has been created by these new branches of study has been gratifying, and the progress made surprising and highly encouraging."

I would gladly speak at length of the condition of the High and Grammar Schools, but having so far exceeded the limits I had proposed for this Report, I shall defer a more extended notice to some future time. It is sufficient to say, that I regard the present condition of these schools as highly satisfactory, except so far as the Grammar Schools suffer from the evils of unfortunate school accommodations, to which I have already alluded, and all from other evils, which if not unavoidable, yet seem almost universal. Of this latter class non-attendance and tardiness are injuring the efficiency of the schools to a degree hardly appreciated by any.

It is generally supposed that all between the ages of five and fifteen are found in the schools, either public or private, excepting such as are prevented from attending by sickness or other sufficient cause. There were in the city, May 1868, 7,306 children between the ages of five and fifteen. The average number belonging to the schools from March to December was 5,689; but of this number four hundred were above the age of fifteen, and should be deducted from the number just given; but since there are in private schools just about four hundred, we may suppose that the average number belonging to both the public and the private schools is very near the number first given — 5,689, which is only seventy-seven per cent. of the whole number in the city. But this is not all; of *this* number only about nine-tenths are in daily attendance, so we have an average of 2,186 children attending neither the public nor the private schools.

We must not be deceived by percentages, low as they are. When it is remembered that in so many instances children for the slightest cause, or for no cause whatever, are taken from school for weeks at a time, and when also it is remembered that pupils after one week's absence, though counting as enrolled members, do not affect the per cent. of attendance, it will readily be seen how it is possible that there should be such a discrepancy between the actual number in attendance, and the whole number belonging. We need a reform in this matter, and that at once. We are now

suffering more from furloughs granted by weak, indulgent, and mercenary parents, than we are from the deserters, for these are, in almost every instance, promptly brought back, and placed under proper discipline. We must not fail to appreciate the work in this regard of our efficient Truant Officers. Their activity, their watchfulness, their knowledge of individual circumstances, render their services invaluable.

Doubtless, if we would have an improved attendance, the teachers must make even a greater effort than ever before, but chiefly the work must be that of the parents themselves. They must remember that three months of unbroken attendance, is worth more than six months scattered through the year; they must believe that "it is a wretched economy which keeps any child under fifteen from attending school;" and they must feel, too, that the wrong they do their child is almost a crime to the State, which demands intelligence in its citizens.

Let there be a strong effort made to improve the attendance in all the grades of our schools.

The number of instances of tardiness in the schools is something frightful. In the High School and six of the Grammar Schools, for the three quarters of the year just passed, the whole number reported is 8,763; while the other Grammar School reports 800 for *one quarter*. Considering the remaining portion of the year as unfavorable in results as that already passed, we should have for these grades alone 13,953 instances of tardiness. In one of these schools there were but 86 cases in the four highest classes, and it is possible that other schools have an equally good record in the corresponding grades.

The following table shows the whole number of pupils in the schools from March to December, the average number belonging, and the per cent. of attendance. The number in the first column is large, since on account of promotions many are counted twice.

REPORT OF THE SUPERINTENDENT OF SCHOOLS. 37

NUMBER OF PUPILS AND PER CENT. OF ATTENDANCE.

SCHOOL.	Whole number belonging.	Average number attending.	Per cent. of attendance.
High School	419	280	93.9
GRAMMAR SCHOOLS.			
Allston	773	526	92.5
Harvard	347	253	94.
Putnam	452	307	94.8
Shepard	360	225	92.
Thorndike	335	314	94.5
Washington	418	301	95.8
Webster	625	400	92.
PRIMARY SCHOOLS.			
Allston	80	50	94.6
Boardman	88	56	89.
Bridge	170	84	87.
City	55	36	95.8
Craigie	174	116	84.
Dana	163	109	86.
Dudley	237	148	88.
Dunster	261	198	91.
Eastern	128	108	88.2
Felton	191	129	90.
Gannett	270	163	93.
Harvard		75	89.
Lechmere	81	66	85.
Mason	269	180	91.
Otis	408	267	85.
Putnam	161	104	88.7
Quiney	149	111	88.
Sargent	302	197	88.8
Shepard	327	241	84.6
Thorndike	170	117	86.8
Washington	283	194	90.
Webster	290	220	89.
Williams' Hall	174	113	94.
SUMMARY.			
Grammar Primary	3,810 4,431	2,326 3,082	93.7 88.6

In Chicago the percentage of attendance in the High School is 97; in the Grammar and Primary it is 96.4. In Boston in the High Schools 96.8; in the Grammar 94.3; in the Primary 91.3.

Evening Schools.

Three evening schools,—one in each police district,—organized early in November, have from the first been highly successful. There are now connected with these schools, ten teachers and about four hundred pupils. Of the teachers it is sufficient to say that they are among the best belonging to our Grammar Schools. The pupils are, for the most part, those greatly needing the advantages thus afforded, and by their earnestness they show that they appreciate the privileges which they enjoy. I believe that separate evening schools for the two sexes, continuing five months in the year, should become a part of our regular school system.

38 REPORT OF THE SUPERINTENDENT OF SCHOOLS.

In closing my Report, allow me to thank you for the kindness and sympathy which I have received from each member of your Board. If that kind charity which has thus far actuated Committee, teachers, and citizens shall be continued, I shall feel in the future, as in the past, that many of the greatest sources of anxiety are removed.

Respectfully submitted,

EDWIN B. HALE,

Superintendent of Public Schools.





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